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ABSTRACT

A case study of preschool education in Kisumu, the second largest municipality in Kenya, investigated the distribution of preschools and assessed the appropriateness of curriculum, professional qualities of teachers, and the suitability of instructional resources, including the physical infra-structure of the preschools. The term 'preschools' refers here to day nurseries, play groups, kindergartens, preschools, and nursery schools. Data were collected through classroom observation, questionnaires and interviews. Participants were all education officers and inspectors, all nursery school proprietors, and 60 per cent of all preschool teachers. Results indicate that the majority of teachers had low academic qualifications, teacher training is inadequate, control of preschools by the Ministry of Culture and Social Services results in policy problems, parents of preschool children and school authorities are dissatisfied with the administration of standard entrance examinations in preschool centers, schools are fairly well distributed, schools are poorly equipped with instructional materials, and in view of the expense incurred, parents question the need to send children to preschool. Recommendations based on the findings are offered and related materials are appended, including national and Kisumu municipal statistics, a weekly schedule of preschool activities, a standard schedule of learning activities, and copies of research instruments used in the case study. (RH)

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PRE-SCHOOL
EDUCATION IN KISUMU.

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AN EXAMINATION OF THE ORGANIZATION
OF PRE-SCHOOL EDUCATION IN
KISUMU MUNICIPALITY OF KENYA

BY

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DEDICATION

This work is dedicated to my mother; the late Dorcas Okinyo, my father Albert Osur Rarieya and my brothers Fredrick Oduor, Amos Otieno and Erastus Onyango.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

BACKGROUND

In the African traditional society, the family and the whole community had collective responsibility to initiate a child into the norms of the society. From this point of view, a child had many persons that contributed to the shaping of the course of his or her social and psychological development. As agents of socialization, the family, peer groups and the community at large had their rules and rituals embedded in the Culture. Families and members of the community who were responsible for the care, stimulation and early childhood education gave these services free of charge.

Owing to changes resulting from our efforts to industrialize and earn greater incomes, it is no longer possible to undertake pre-school education through the collective approach. There has been a shift from a traditional economy characterised by peasant living and barter trade, to a monetised and commercial one. This shift has resulted in many women becoming employed outside their homes. For many mothers it is no longer, as a consequence, possible to do all that should be done for their children. Hence the establishment of institutions like pre-schools, where children can be cared

for and educated.

Pre-schools have proved to be fruitful for the physical, mental and moral development of young children. So successful has the experiment proved in areas where it has been properly administered that pre-schools have become an important educational innovation in many developing countries. There is increasing crave for the establishment of pre-schools among communities that desire them. Mothers, at least those with the proper education, now see the benefits of pre-school education and are intimately committed to it.

'Pre-schools' refer to established formal institutions where children below primary school level are initiated into formal and organized learning. The more specific labels used in urban areas are Day Nurseries, Playgroups, Kindergartens, pre-schools and nursery schools. Similar institutions in rural districts are commonly known as Nursery schools or day care centres.

In Kenya the pre-school education programme in its initial years was not a planned activity. It was first initiated in major urban areas by Europeans/Asians during the second world war to serve expatriate

working mothers. The first recorded pre-school was erected in Nairobi in 1942. Before and after Kenya got independence, many pre-schools emerged with wide qualitative and quantitative differences and variations in classifications. Sponsors of some pre-schools encouraged teachers to specialize in the intellectual preparation of young children whereas other pre-school sponsors appeared to be identified with some specific modes of developments geared towards serving certain needs, such as meeting nutritional, clinical and custodial needs of children.

The curriculum in Pre-schools differed very widely from school to schools as a result of the differing objectives cited above. Although pre-schools have witnessed a phenomenal expansion in Kenya, the variation in their activities have continued to widen. This widening gap in the curriculum activities has been a source of national concern. This concern was instrumental to the decision to produce a national Pre-school curriculum. The first draft of a national curriculum on pre-school education has been prepared by Kenya Institute of Education.

It is hoped that it will be disseminated to various schools for trials by 1983. The objectives of pre-

school education have now been nationally formulated and are:-

- (i) To provide the child with a formal education geared towards developing the child's mental capabilities and assessing his physical growth.
- (ii) To make it possible for the child to enjoy living and learning through play.
- (iii) To enable the child to build good habits for effective living as an individual and a member of a group.
- (iv) To enable the child to appreciate his Cultural background and Customs.
- (v) To encourage spiritual and moral growth of the child.
- (vi) To develop the child's imagination, self-reliance and thinking skills.
- (vii) To enrich the child's experience to enable him to cope with primary school life.¹

1. Pre-school syllabus Guidelines Draft.

Pre-school Education Section - M. I. E. May, 1982.

Historical Development

In these early years pre-schools were essentially unknown to government. There were essentially small centres for keeping children to play. The turning point in activity of pre-school came in 1968, when the Ministry of Co-Operatives and Social Services took the initiative to review the pre-school programmes as part of community development activities. On the request of this department, because of the lack of teachers UNICEF Sponsored Pre-school teacher training centres in Kenya. In 1970, the Ministry of Education declared interest in the development of the Pre-school education Programme in Kenya Institute of Education. (K.I.E.) Nairobi with the financial assistance of Bernard Van Leer of Hague, Holland. In 1971, the government published sessional paper No.7 "National Social Welfare Policy in Day-Care Centres" where it recommended the need for children to be given priority attention in Day-Care Centres. In early 1980 the Education Ministry split into two, Ministries Basic and Higher Education. The Ministry of Basic Education was charged with the responsibility of organizing the pre-school education programme in Kenya. Because of this decision the Ministry of Culture

and Social Services handed over the Pre-school education programme to the Ministry of Basic Education, which now handles pre-school education.

Although general Pre-school policy is determined by it, the Ministry has not yet taken over management of pre-schools. This still remains the responsibility of the various sponsors. At present the sponsors of these schools include:-

- (i) Church Organizations.
- (ii) Local Authorities - City Council, Municipality, Country Council.
- (iii) Parastatal bodies (e.g. Railways).
- (iv) Private Organizations.
- (v) Voluntary Organization (e.g. Red Cross).
- (vi) Self-Help village groups (Harambee Projects)
- (vii) Parent Committees.

While the Ministry of Basic Education appreciates the sponsorship of pre-schools by all the various agencies, it expects all sponsors to register the schools in accordance with the Education Act of 1967.

The Ministry offers advisory services to the sponsors; gives professional advice to pre-school teachers; registers pre-school teachers according to the education Act of 1967; recruits and trains pre-school teachers;

provides in-service programmes for untrained pre-school teachers; provides pre-school education curriculum and finally provides close supervision of pre-schools in the country through the field education officers.

Government increasing interest in pre-school education is now associated with an unparalleled expansion in the number of pre-school.

The Economic Survey 1983, has revealed that 11% of the 3 - 5 year age bracket children are attending pre-school Education classes in the country.

There are 8,000 pre-schools with a total enrolment of 407,000 children and 9,700 teachers.²

The tables in Appendix A, B & C show the distribution of pre-schools in Kenya.

2. Daily Nation, Friday July 22, 1983 page 14

Case Study Kisumu

The first Nursery School was established by the then Municipal Board of Kisumu in October 26th 1955. The African Affairs Officer Mr. Mandafied was the head of African Affairs department under which Nursery schools fell. The late Mayor His Worship Councillor Ezra Gumbe was his assistant, later he took over from him as the first Director of Social Services to Kisumu Municipal Board. In 1955, the first Nursery school was established with an enrolment of 30 children and one teacher. In 1958 the number of Day-Care centres increased to 3 with 3 teachers each manning a school. In 1967 the Council erected two Nursery schools. Currently the council runs 4 Nursery schools. Due to the government increasing interest in pre-school Education, there has been unparalleled expansion in the number of pre-schools. In 1972, the councils boundary was extended which brought 3 Nursery schools run by self-help committees in the Kisumu Municipality.

The tables on Appendix A, B & C give a wide range of information on Pre-school Education in Kenya. The tables provide information on the proprietorship of pre-school, the number of pupils and the distribu-

bution of enrolment at Provincial and District levels, number and qualification of Pre-school teachers in Kenya.

It has already been stated earlier that only recently has the Ministry of Education through Kenya Institute of Education produced a National Curriculum for Pre-schools in Kenya. While the structure and organization of Pre-school Education is becoming firmly established in, for example the city of Nairobi. Pre-school Education is still in a rather fluid and hazy situation in most other towns in the country. For instance statistics on appendix D show the present situation in Kisumu Municipality.

From this table, there are a total of 5,296 pupils in Pre-school in Kisumu, 175 trained and untrained teachers and a total of 77 Pre-schools whose administration is shared between the Municipal authorities, Religious Organizations, Parents Organization and Private proprietorships.

Given that over 45% of the population of Kenya consists of Pre-school age children, cansory may lead one to believe that the 5,296 pupils attending Pre-school Education in Kisumu is a satisfactory number. However, when it is recalled that there is a possible 2.3 million children of nursery schools

age in Kenya (standard report. Date could not be traced) and that most of the Pre-schools are located in big towns, 5,296 children now enrolled in Pre-schools on the Municipality of Kisumu is obviously on the low side.

Kisumu is the second largest Municipality in Kenya. It is an important regional centre being located in the Western region of Kenya. It is thus important that clear and reliable information be available in all aspects of Education in the town. It is only when reliable information is available statistically that proper planning to provide Education opportunities and facilities can be made.

Purpose of the Study

The purpose of this study consequently is:-

- (i) To investigate the distribution of Pre-schools in Kisumu with a view to assessing how well the needs of those requiring Pre-school Education are served.
- (ii) To evaluate the suitability of the present Pre-school curriculum in respect of content and instructional resources in Kisumu Municipality.

- (iii) To investigate suitability of the Kisumu Pre-school teachers in terms of their professional qualities.
- (iv) To assess the suitability of the available infra-structure for Pre-school Education in Kisumu.

Significance of the Study

To reveal lack of uniformity in Pre-schools; low teacher effectiveness and lack of enough activities to promote intellectual stimulation and development.

Having known the shortcomings and the problem and the deficiencies in the organization of Pre-school Education in Kisumu, the Municipal Educational planners and Administrators will be in a better position to restructure and re-organize pre-school Education in the Municipality. In this way, Pre-school Education will become more effective.

Limitations of the Study

Time constraint was the major limiting factor. Time allocated for the field work should be much longer to enable the researcher to collect all the required data.

Some schools were inaccessible during the rainy seasons, particularly the Peri-urban areas.

Finally the money allocated for research is insufficient for both field work and for the typing of this work.

CHAPTER TWO

METHODOLOGY

Description of the target population

As stated in the objectives of the study in Chapter 1, the focus of this study is to investigate the distribution of pre-schools in Kisumu Municipality, assessing the suitability of the Curriculum, the teachers and the instructional resources including the physical infra-structure of the Pre-schools.

To do this effectively, an empirical study approach was adopted. Such an empirical study required a selection of population that is familiar with the purposes and functioning of the Pre-schools. Such people included pre-school teachers, provincial and district Education officers and inspectors, and the agencies interested in the financing and administration of Pre-schools within Kisumu.

It is necessary to make a descriptive note of each of these agencies to justify their inclusion in the target population. Pre-school teachers have a direct link with the schools because they infact constitute the main agent, in the inter-action process between teachers and learners in the learning process.

They are the ones most acquainted with the content of the pre-school curriculum, the resources for

effective teaching and the manipulation of the various teaching methods and strategies for effective teacher/pupil interaction so that the behavioral objectives and outcomes anticipated from the pupils can be achieved.

The responsibility of the Educational Officers and inspectors is that of constant monitoring of the curriculum for quality control, being close to schools and interested in the efficient running of the Pre-schools. They are in a position where they can confidently assess the suitability of the curriculum, curriculum materials and the effectiveness of teachers.

On the other hand, proprietors sponsors of nursery schools have both financial, economic and professional stake in Pre-schools. They are interested in what is going on in the schools, in having competent teachers in the schools and in seeing that children acquire the anticipated skills during the period they are staying in Pre-schools.

Sampling

The various categories that constitute the population have been described. The Education Officers and inspectors within the area of the study and the various proprietors of nursery schools in Kisumu area are rather

few, consequently their total numbers were used in the study. In their case no sampling was necessary. As table 1 shows, the total number of teachers in Pre-school is 175.

This is a relatively large number.

Table 1 KISUMU MUNICIPAL STATICS 1982

Pre-schools Enrolment, Teachers and Sponsors in Kisumu Municipality.

NUMBER OF SCHOOLS	ENROLMENT		TOTAL	TEACHERS		TOTAL	SPONSORS			
	BOYS	GIRLS		TRAINED	UNTRAI- NED		MC	RO	PO	P
77	2760	2536	5296	115	60	175	5	8	44	20

Source: Ministry of Basic Education

Key:

- M.C. - Municipal Council
- R.O. - Religious Organization
- P.O. - Parents Organization
- P - Private

Given that there is inadequate time and finance for dealing with large numbers, it was necessary to take a sample of the teachers only. However the sample of the teachers taken was large enough to allow for reliability of the information derived from them. Taking all these factors together, the study sample is represented in table 2.

Table 2 THE STUDY SAMPLE

POPULATION	TOTAL NUMBER	SAMPLE	PERCENTAGE
Pre-school Teachers	175	100	60%
Education Administra- tors	4	4	100%
Agencies	4	4	100%
TOTAL	183	108	59%

Having selected the 100 teachers that constitute the sample of the Pre-school teachers in the study, the next task was to select the actual teachers. Since there are 77 pre-schools in Kisumu Municipality and the total number of teachers in these pre-schools are 175, this gives an average of two teachers to be selected on the average, one teacher was selected from each pre-school. Selecting one teacher from among teachers was a very simple process. This was done by simple lucky-dip technique. But in those schools

that have more than two, two teachers were selected. It would appear that majority of teachers in pre-school are females. Only in isolated cases do we find male teachers teaching in pre-schools. Consequently, where male teachers are included in the sample no differentiation was made between sexes.

Data Collection Instruments

In view of the fact that sample consists of varying interest in pre-school education, research instruments were designed to suit the background of the different groups of the sample. For the pre-school teachers a class teaching observation constituted one of the instruments. In addition, a questionnaire was also designed for them.

For the education, school inspectors, a suitable questionnaire was designed. In addition an interview programme was arranged for the Education Officers and Inspectors. These two data collection techniques were employed for Education Officer, teachers and Inspectors because of the need to obtain e.g. complete information as possible in the structure and organization of pre-school Education in Kisumu. For the proprietors of the schools, it was more prudent to design a patterned interview. The reason for this is that they are generally busy people, and may not find time to answer questionnaire.

ADMINISTRATION

As far as administration of these instruments is concerned, two different approaches were used. Depending on the nature of the people to deal with and regarding also their availability, there was a need either to operate on the field or from distance.

But more emphasis was put on investigation on the field as required by the use of interview and observation; and to some extent questionnaire was administered on the field.

The researcher took advantage of the possibility of visiting the 77 pre-schools to have questionnaire filled and collected on the spot or afterwards.

Pilot Study

Prior to the main research work, a pilot study was carried out in four Pre-schools in Kisumu Municipality. The researcher spent 3 days, observing children's activities and interviewing teachers and sponsors. The selection of the Pre-schools was arbitrary as the purpose was to seek familiarization with current practices in Kisumu.

There were no modifications made in the instruments, however the researcher had to translate the instruments into either Luo or Kiswahili in order to facilitate better communication.

CHAPTER THREE

DATA ANALYSIS

The following account is a summary of the analysis and findings obtained from this study. The study was designed to :-

- (i) Investigate the suitability of the Kisumu Pre-school teachers in terms of their professional qualities.
- (ii) Investigate the distribution of Pre-schools in Kisumu Municipality with a view to assessing how well the needs of those requiring Nursery education are served.
- (iii) Evaluate the suitability of the present Pre-school curriculum in respect of content and instructional resources in Kisumu.
- (iv) Assess the suitability of the available infra-structure for Pre-school Education in Kisumu.

In order to determine the extent to which these objectives of the study are met, a field survey was carried out in Kisumu Municipality Nursery schools using empirical survey techniques.

This involved an observation guide for the school infra-structure and teachers at work, questionnaire for Nursery school supervisors and Nursery school teachers, and interviews for proprietors and the officials of the Ministry of Culture and Social Services concerned with nursery school education.

The number of respondents for the techniques used is listed in table 3

Table 3 NUMBER OF RESPONDENTS FOR THE RESEARCH
TECHNIQUES USED

POPULATION	SAMPLE	RESPONDENTS	PERCENTAGE
Nursery School Teachers	100	60	60%
Proprietors	4	2	50%
Officials of the Ministry of Culture and Social Services	4	4	100%
TOTAL	108	66	61%

Figures in table 3 show that there was 61% response to the instruments. Although, this does not constitute a percentage on which absolute generalizations could be made, none the less the figures represent a reasonable response index

on which reliable conclusions could be made.

The raw data obtained from the questionnaires, interviews and observation guide were then tallied on a broad sheet. This task was subsequently followed by an analysis of the data so as to isolate observable trends.

Suitability of Pre-School Teachers in Kisumu Municipality
Nursery Schools

The items of the research instruments concerned with an evaluation of the quality of the Nursery school teachers in Kisumu were the observation guide item 6, questionnaire for teachers items 1, 2 and 3. Item 3 of the interview schedule for proprietors and item 9 of the questionnaire for the officials of the Ministry of Culture and Social Services.

In respect of the qualities of teachers and their teaching effectiveness, account was taken of the kind of training received, the duration of the training obtained and teaching experience.

In observing teachers in the class-room situation, competence in displaying appropriate teaching inter-action with the learners was one of the measures used. The evaluation made included the inter-action between the teacher and the pupils and the learning environment including learning - teaching materials,

use of concrete samples, whether materials used recaptured and held the attention and interest of children and finally whether the materials available were used to encourage children to do things on their own. The following scale was used in rating of teacher effectiveness which consists of items on various aspects. The scale spread from 1 to 4 as follows:-

Lower quartile	-	1	=	Satisfactory
		2	=	Good
Upper quartile	-	3	=	Very Good
		4	=	Excellent

In item 1 questionnaire schedule for teachers, of the 60 teachers who responded to this item, when analysed in terms of their academic and professional training the trend shown in tables 4 and 5 emerged.

Table 4 ACADEMIC QUALIFICATION OF TEACHERS

ACADEMIC QUALIFICATION	NUMBER OF TEACHERS	PERCENTAGE
Primary Level Certificate	35	58%
Form 11 Level Certificate	14	24%
Form IV level Certificate	9	15%
University Diploma	2	3%
TOTAL	60	100%

Table 4 shows that 58% of the Nursery school teachers are holders of primary certificate and 24% hold form 11 level certificate. This combined gives a total of 72% the teachers with education range from standard 7 - Form 11 of the remaining 18%, 15% consists of teachers holding Form IV certificates while only 3% have university non-graduate diplomas. This clearly shows that the great majority of Nursery school teachers in Kisumu Municipality are of low academic qualification.

Table 5 PROFESSIONAL QUALIFICATION OF NURSERY SCHOOL TEACHERS

DURATION OF TRAINING	NUMBER OF TEACHERS	PERCENTAGE
Untrained	6	10%
3 Months	12	20%
6 Months	19	32%
1 Year	19	32%
2 Years	4	6%
TOTAL	60	100%

Similarly table 5 shows that 90% of the Nursery school teachers have some training. Of the trained teachers, 70% have received training ranging from 6 months - 2 years. Although the content and type of training are not specified, it could be concluded that the majority of the teachers are trained for the children they are developing. When class-room observation was made as in item 6 of the observation schedule for teachers, the performance of the

teachers in accordance with their level of training and teaching experience was tabulated as shown in tables 6 and 7.

Table 6 TEACHERS PERFORMANCE IN ACCORDANCE WITH THE DURATION OF TRAINING

			S C A L E			
			UPPER QUARTILE		LOWER QUARTILE	
			EXCE- LLENT	VERY GOOD	GOOD	SATISFA- CTORY
TRAINING	POPULATION	SAMPLE	4	3	2	1
Untrained	6	-	-	-	-	-
3 Months	12	5	-	1	3	1
6 Months	19	17	2	3	10	2
1 Year	19	14	3	3	7	1
2 Years	4	4	1	1	2	-
TOTAL	60	40	6	8	22	4
PERCENTAGE	100%	66%	15%	20%	55%	10%

Table 6 shows that most teachers observed were confident in the execution of their work, however, from the above table, 65% of the teachers lie in the lower quartile and only 35% on the upper quartile. Of those on the upper quartile, 2% falls under those teachers who have had 3 months training whereas 33% fall under those teachers who have had training ranging from 6 months - 2 years. Therefore one can deduce that the longer the training, the more efficient the teacher.

Table 7 PERFORMANCE IN ACCORDANCE WITH THE TEACHERS
TEACHING EXPERIENCE

TEACHING EXPERIENCE	POPULATION	SAMPLE	EXCE- LLENT	VERY GOOD	GOOD	SATIS- FACTORY
1 - 3 Years	15	4	-	-	2	2
4 - 6 Years	18	15	1	1	8	4
7 - 9 Years	11	11	1	1	5	2
10-12 Years	8	4	1	2	2	1
Over 12 Years	8	6	2	1	3	1
TOTAL	60	40	5	5	20	10
PERCENTAGE	100%	66%	12.5%	12.5%	50%	25%

Table 7 shows clearly that all those teachers who have taught for upto 3 years lie on the lower quartile with 0% on the upper quartile. Twenty five percent of the teachers on the upper quartile have taught for 4 years and above.

Therefore from the two tables 8 and 9, it may be validly concluded that the duration of training together with the length of service has profound influence on teachers performance. It can therefore be concluded that the kind of training obtained and teaching experience are among the factors that determine the efficiency of a teacher. The longer the training and the teaching experience it would appear from these statistics, the better the teacher's output. Most of the teachers of the study sample, however, expressed a wish for organization of in - service courses and seminars regularly in order to improve and keep up with the new trends in teaching.

Investigating the Distribution of Pre-Schools in
Kisumu Municipality with a view to Assessing how
well the needs of those requiring Pre-School Edu-
cation are served.

Items 4, 5, 6 and 7 of the questionnaire for Inspectors and Education Officers and item 10 of the Teachers questionnaire were concerned with an evaluation of the distribution of Pre-schools in Kisumu. An examination of the assembled data reveals that the first Nursery school in Kisumu was established by the then Municipal Board of Kisumu on October 26th 1955. The African Affairs Officer Mr. Mandafield was the head of African Affairs department under which Nursery school fell. This school was started at Kaloleni Village with only 30 children and one teacher Mrs. Obara who is presently one of the Welfare Officers in the Kisumu Municipal Council Office. In 1958 the number of Pre-schools increased to three with 3 teachers each manning a school. In 1967 the Municipal Council built its own school. And in the same year a second school was established by the council. Currently the Municipal Council runs 4 Nursery schools well established with 21 teachers who are all qualified. The maximum enrolment at the schools is 500, this is a small number compared to over 5,000 children requiring Nursery education in Kisumu Municipality. This inadequate number of Nursery

schools for the large number of children propted the introduction of more Nursery schools to cater for the Nursery school age children.

With the establishment in the 1970s and 1980s privately and individually run schools, this shortage has been minimized. In addition to the above Nursery schools, the council's boundary was extended in 1972 which brought 63 more Nursery schools run by self-help Parental Organization within the Municipal Council area. It is worth noting that the number of self-help Nursery schools keep on fluctuating due to lack of finance to run them.

In 1983, only 55 self-help schools were functioning, the remaining 8 had been closed down temporarily. Table 8 shows the break-down of the current functional Pre-schools in Kisumu Municipality.

Table 8 FUNCTIONAL NURSERY SCHOOLS IN KISUMU MUNICIPALITY
IN 1983 BY SPONSORS

SPONSORS	NUMBER OF PRE-SCHOOLS
Municipal Council Run Schools	4
Kenya Railways	3
Religious Organization	6
Individual Run Schools	10
Asian Communities	7
Welfare Committees	3
Self-help/Harambee/Parental Organizations	55
Voluntary Organizations	1
TOTAL	90

Table 8 show that between 1955 when the first Pre-school was opened and 1983, the number of Nursery schools has increased tremendously. The school enrolment grew from 30 children 1955 to 6,066 children in 1981. The statistics for 1983 are not available. This is because since 1982, the officers have not been able to supervise the Nursery schools on the field due to lack of finance. In addition, there does not exist a proper way of getting schools monthly and yearly enrolment returns for all the Nursery schools. This makes it very difficult to get accurate statistics for the year 1983.

The growth in number of Nursery schools in Kisumu has taken place having regard to the needs of the various Wards/Sub-locations that constitute Kisumu Municipality. The distribution within the 5 locations that constitute Kisumu Municipality as it is at the moment is shown in table 9.

Table 9 DISTRIBUTION OF NURSERY SCHOOLS WITHIN KISUMU MUNICIPALITY

ADMINISTRATIVE AREA		POPULATION	NUMBER OF SCHOOLS	SCHOOL ENROLLMENT	PERCENTAGE POPULATION DIST/SCHOOL ENROLMENT
LOCATION	WARD/SUB-LOCATION				
TOWNSHIP	17. NORTH 18. MILIMANI 19. SOUTH 20. WEST 21. CENTRAL 22. EAST	38,572	31	2,910	8%
KOLWA	11. MANYATTA 12. KASULE 13. NYALUNYA 14. CHIGA 15. BUOYE 16. NYALENDA	63,924	31	2,010	3%
KISUMU EAST	3. KORANDO 4. KOGONY 5. DAGO 6. MUKENDA 10. KANYAKWAR	23,886	10	423	2%
KAJULU	7. KONYA 8. KADERO 9. WATHOREGO 23. GOT NYABONDO	14,725	9	422	3%
KISUMU WEST	1. KANYAWEGI 2. OJOLA	11,536	9	301	3%
TOTAL	23	152,643	90	6,066	4%

SOURCE:- Central Bureau of Statistics

Column 3 of table 9 shows the distribution of population in each of the Kisumu Municipality administrative area, while column 5 reflects the Nursery school population enrolment in each of the five locations. By establishing the relationship between the pattern of population distribution and the pattern of school enrolment throughout the locations, it can be established whether the distribution of Pre-schools is equitable for all the locations. Column 6 shows the percentage of the relationship between population distribution and school enrolment in each of the locations.

Critically analysing the figures in table 9, you find that the Township and Kolwa have 31 Nursery schools each with a population of 38,572 and 63,924 respectively. It is clear that Kolwa location has a higher population comparatively. Therefore it is clear that the city centre is comparatively well served. Similarly Kolwa and Kisumu East have a population ratio 3:1 which is reflected on the statistics. A conclusion can be safely drawn from table 9 that the township is well served with 8% whereas other locations with 3% Nursery school attendance. There seem to be over 100% interest in education for the township. This is because the township dwellers are conscious of the

importance of taking children to Nursery schools hence the high enrolment. All the same, the various sections of the Municipality are sufficiently served. Therefore, the conclusion can safely be drawn that Pre-school needs of each of the locations is satisfactorily served.

Suitability of the present Nursery Schools Curriculum in respect of content and instructional resources in Kisumu Municipality.

The items of the research instruments concerned with an evaluation of the quality of the curriculum content and instructional resources were the questionnaire for teachers items 4, 5, 6, 12 and 14; interview for proprietors items 8, 9 and 10; questionnaire for inspectors and education officers items 11, 12 and 14 and finally observation guide for teachers and school organization item 5.

According to data obtained from item 5 of the observation guide, there was 100% absence of any form of curriculum in Kisumu Municipality Pre-schools. The content of the curriculum in most of the Pre-schools studied consisted of reading, writing, Pre-science, Pre-maths, rhymes and songs (see the attached time-table on appendix E. However, all Municipal run Nursery schools use the Day-Care Centre hand book time-table. It is regret ably noted that admission into standard one in Kisumu Municipality schools is through a competitive examination. This unwarranted emphasis on an entrance examination into standard one, much

of the work covered in the last year of Pre-school is seen as a preparation for this admission examination. There is hardly any significant difference between the Pre-school programme content and that of standard one. Particularly in subject content such as writing, mathematics, reading, english, crafts and science activities.

Pre-school time-table and standard 1 time-tables are quite close. This is due to the fact that the Nursery schools are mainly geared towards the preparation of children for primary 1 (See appendix E for Standard 1 Time-table.

Table 10 is concerned with the curriculum relevance, suitability, adequacy and appropriateness obtained from 60 respondents.

Table 10 SHOWS THE OPINION OF TEACHERS ON THE CURRICULUM CONTENT

TABLE 10

CURRICULUM CONTENT		SAMPLE	RESPO- NDENTS	PERCENTAGE
ITEM 4 - RELEVANCE	Irrelevant	60	3	5%
	Very Relevant		5	8%
	Relévant		47	80%
	Most Irrelevant		1	1%
	No Opinion		4	6%
	TOTAL	60	60	100%
ITEM 5 - SUITABI- LITY	Very Suitable	60	6	10%
	Suitable		44	72%
	Unsuitable		10	18%
	Very Unsuitable		-	-
	No Opinion		-	-
	TOTAL	60	60	100%
ITEM 6 - ADEQUACY	Inadequate	60	14	24%
	Adequate		17	28%
	No Opinion		29	48%
	TOTAL	60	60	100%
ITEM 14 - APPROP- RIATENESS	Very Approp- riate	60	5	8%
	Appropriate		19	32%
	Not Appropriate		11	19%
	Indifferent		25	41%
	TOTAL	60	60	100%

Table 10 reveals the following trend. From item 4 which deals with curriculum relevance, 88% of the respondents say that the curriculum is relevant while 12% maintain it is irrelevant or do not wish to express any opinion. In an earlier paragraph, it was pointed out that teachers were not happy with the emphasis on teaching standard 1 syllabus content because it is a little above the comprehension of the Pre-school pupil. This view and that expressed in item 4 of table 10 seem to contradict each other. This situation will be reconciled when it is realized that the Pre-schools will like to see most of their children admitted to standard 1.

For the same reason, 82% of the respondents hold that the curriculum content is suitable. When the attitude of teachers as expressed through items 6 and 14 of table 10 is analysed, it is found that 24% of the respondents maintain that the content is inadequate, while 48% express no opinion. Withholding the expression of an opinion is usually a mark of non-committal. People generally do not want to commit themselves in a negative direction, that is people are quick in expressing opinion in things that are good and withholding up opinions in things that are bad. If this assertion is acceptable, then 72% of the respondents are dissatisfied with the adequacy of the content. Similarly it would be argued that 60% maintain that the curriculum is

inappropriate following the same argument above and 40% say that it is appropriate.

Therefore it could be concluded that from the respondents point of view, the curriculum is relevant and suitable, but not adequate and appropriate. This is mainly contributed by the emphasis of content matter in the final year of Pre-school education.

Suitability of the available Infra-structure for Pre-School Education in Kisumu Municipality

Pre-school Educational regulations regarding standard specification of various institutional Infra-structure require the following:-

Premises must be built and fitted out in such away as to afford the most favourable conditions for educational activities in the broadest sense of the term, providing at the same time facilities for specialized activities and needs for Pre-schools. Consideration should be given to traffic conditions to avoid children being in danger of moving vehicles. The buildings ought to be well lit, spacious and airy. The Pre-schools should not admit too many children so that over-crowding with its attendant effects is interminably eliminated. It is generally agreed that upto 50 children may sit in a standard

class-room.¹ This is seen not only from a social point of view but educationally as well, so that children may be able to inter-act easily, know one another intimately and have the opportunity to inter-act individually and collectively with the teacher. Pre-schools should include a place where children can play freely without inhibitions to expend energies by engaging in many different activities.

Other important facilities that should be available in educational institution for small children are sanitary facilities such as toilet rooms, facilities for washing hands and general body cleaning after games, because children tend to get dirty very quickly and they must have access to wash basins and lavatories adopted to their height.

The premises must make storage space so that such items used frequently as toys, cups, instructional aids etc. can be put away easily after use to avoid left lying about. Educational equipments must be strong and durable.

Information available from the data collected when closely studied and analysed reveals the following about the pre-school infra-structural facilities in

1 No.19 UNESCO World Survey of Pre-school Education by Gaston Mialaret. Page 11 - 20

Table 11 TYPES OF SCHOOL BUILDINGS

TYPE OF BUILDING	NUMBER OF BUILDING	PERCENTAGE
Permanent	29	73%
Semi - Permanent	3	7%
Mud - Walled	8	20%
TOTAL	40	100%

From table 11, it is seen that 73% of the Nursery school buildings are permanent while 27% which are all run by Parental Organizations are either semi-permanent or mud - walled.

Typically, most of the Nursery schools have very few instructional materials with the exception of 7 Pre-schools run by Asian Communities and Individuals. These are well equiped with both out-door and in-door facilities. Majority of the schools have basic class-room requirements namely; chalk-boards, chairs/benches, desks and tables all well suited for young children. Of the 40 schools observed, 33 did not have out-door playing facilities at all. Of the 7 schools that had these facilities, the quality and quantity varied from school to school. Generally all the schools had a play-ground.

In schools without out-door facilities, the time-table lacked time slots for out-door games and activities which

are very essential for children's physical, mental and social development. It is thus most glaring from this brief description that one aspect of Nursery education is neglected in the structure of the organization of Pre-schools in Kisumu. The neglect of the provision for play for children outside class-room situation is a conspicuous short-fall in the schools. This is well supported by an examination of the time-tables collected as illustrated in table 12.

Table 12. TIME-TABLE DISTRIBUTION

ACTIVITIES	NUMBER OF NURSERY SCHOOLS PROVIDING ACTIVITIES	PERCENTAGE
In-door	40	100%
Out-door	10	25%

From table 12, it is clear that all Nursery schools had activities undertaken inside the class-room. Of the 40 schools visited, 25% included out-door activities on their time-table. This is supported by the fact that the majority of the Pre-schools lacked out-door facilities and further the fact that class - work is emphasized more in most of the Kisumu Municipality schools.

Those without out-door activities used break time or after 11.30, home time to be free - play for children.

Problems which faced class-room management largely stemmed from class-room shortage and space except for the 7 Nursery schools previously mentioned. These were very adequately equipped with class-rooms and learning materials. The worst situation was observed in five Nursery schools, where rooms were shared and more than two groups used the same class-room. In some cases a church building was used as a teaching area for several classes. These rooms were congested and to make the situation worse, each group was engaged in a different activity. Pandemonium seems to be the best description of the situation, where children from one group got distracted by proceedings of the other groups. Effective learning therefore could not take place. In the remaining 28 Nursery schools, the class sizes were relatively large to be handled by one teacher. In some cases, upto 64 children were in one class manned by a single teacher. It is important to note that in self-help Nursery schools, only one teacher was employed irrespective of the school enrolment. Other than teaching teachers in such schools had additional responsibilities to carry-out such as cleaning and sweeping the class-rooms and

attending to children's needs. It is the feeling of the author that in such cases, parents should assist the teacher in discharging certain duties.

Sanitary facilities were installed in all the schools visited. In addition health officials provided by the Municipal Council visited the schools every fortnight to attend to the children.

Fees was paid in all the Nursery schools. An important difference exists between Nursery schools managed by Asian Communities, Individuals, Private Organizations and those managed by Self-help Parental Organizations. The Self-help Nursery schools pay relatively low fees of Kshs. 2/- - 30/- per month, while the other group of proprietors fees range from Kshs. 60/- - 350/- per month. Presently the introduction of free Primary education where there is in addition free supply of milk imposes a very big problem in the payment of fees in all Nursery schools, but particularly this is remarkable in peri-urban Nursery schools whereby children easily gain entrance to standard 1 without necessarily attending Nursery schools. Parents in these areas particularly refuse to take their children to Nursery schools where fees is paid whereas primary education is free for all.

CHAPTER FOUR
DISCUSSIONS AND CONCLUSIONS

SUMMARY

The main concern of this study has been to examine the organization of Pre-school education within the Kisumu Municipality. It is important to establish the suitability of:-

- (i) the Pre-school teachers,
- (ii) the present curriculum,
- (iii) the available infra-structure and the distribution of Pre-schools in Kisumu Municipality.

To do this effectively, a field survey was carried out in order to determine the extent to which these objectives are met. An empirical study approach was adopted. Given that there was inadequate time and finance for dealing with large numbers, a sample of those familiar with the purposes and functioning of the pre-schools was taken. In view of the fact that the study sample consists of people of varying interest in pre-school education, research instruments were designed to suit the background of the different groups of the sample.

For Pre-school teachers, observation guide and questionnaire were designed. For education officers and inspectors, interview and suitable questionnaires were designed. In addition interview was arranged for the various proprietors.

The main findings of this study based on objectives of the research are presented and discussed in this chapter. From the analysis of the opinions and attitudes of the research subjects, a number of conclusions and trends emerged.

The trend was generally that Pre-school administration required large scale reform and innovation. Based on these findings about Pre-school education in Kenya, the following recommendations are made.

DISCUSSIONS AND CONCLUSIONS

The investigation on the suitability of Pre-school teachers in Kisumu, Pre-school curriculum and available infra-structure and the distribution of Pre-schools in Kisumu Municipality reveals the following trend.

- (1) Majority of Pre-school teachers were of low academic qualifications,
- (ii) From the analysis of the data, the author came to a conclusion that the

length of training and period of teaching experience had profound effects on the efficiency of the teacher,

- (iii) The present system of training Pre-school teachers through social institutions like home - craft centres appears to be unsatisfactory in view of the unprofessional calibre of the teachers and overall administration.

Therefore, the teachers of Pre-schools should be those that have passed through some kind of systematic training. This becomes important especially when Pre-schools become nationally recognized institutions.

From the views and opinions obtained through the survey, it appears that there is some growing dissatisfaction among educationists and communities interested in Pre-school education about the lack of a nationally coherent policy for Pre-schools on their unprofessional control by the Ministry of Culture and Social Services. This Ministry is a non-educational agency. In view of this strong reaction from the respondents tended towards steps that should be taken to integrate Pre-school education into the functions of the Ministry of Basic

education.

It was noted that there is a glaring absence of a systematic curriculum suited to Nursery Education in Kisumu Municipality. The absence of such a curriculum partly accounts for the unfortunate emphasis on the preparation of the entry examinations into standard 1. This in itself is highly commendable.

The fact that promotion into standard 1 is dependent upon the Pre-school children passing an admission examination is unwarranted. From the information available the school authorities and parents are most displeased with this state of affairs. This is evident particularly in Peri-Urban areas where parents withhold their children from attending Pre-schools.

The analysis of the information in table 9 shows that Nursery schools within Kismu Municipality are fairly well distributed and meet the general Pre-school needs of the residential areas. However, the table reveals that the Township is better served compared to the other locations.

The study reveals that there exist great disparity between Nursery school enrolment and the number of

children enrolled in standard 1. When the survey was made, standard 1 enrolment was 3,112 children and pre-school enrolment in 1983 was estimated to be 7,000. The standard 1 enrolment of 3,112 in 1983 represents the available places for both children attending pre-school and those admitted directly from out of school. But if there are 7,000 pre-school children qualified for admission into standard 1 and there are only 3,112 places available for both pre-school and out of school prospective standard 1 children, at best only about 2,000 of the 7,000 Nursery graduates obtain admission into standard 1. Thus attending pre-school does not offer any child an advantage over his colleagues not in school for admission into standard 1.

In assessing suitability of the instructional materials, it was observed that most of the Nursery schools visited are poorly equiped in terms of instructional materials. A few had adequate and suitable facilities. In cases where the school cannot afford to buy some of the instructional materials, use of local materials through creativity by pre-school teachers should be emphasized particularly during training.

Finally, during the survey, parents questioned the need for sending their children to pre-schools. This attitude stems from the fact that:-

- (i) in primary schools, no fees are paid in view of the free Primary Education law,
- (ii) as a result of free and universal Primary Education Scheme, pupils are offered free milk while in school.

Children in Pre-schools on the contrary while paying the stipulated and often considerable high fees are not within the free milk scheme. This fact taken together with lack of assurance of admission into standard 1 after 1 - 2 years of stay in Pre-schools embitters most parents.

This feeling was found out to be the major cause of parents withholding their children from attending Pre-schools. This situation is more obvious in the peri-urban areas where many low income parents live. To them there is a strong feeling that in the circumstances, pre-school education is not cost-effective.

The author carefully studied these problem and the following recommendations are made for further work.

RECOMMENDATIONS

- (i) That minimum academic qualification for Nursery school teachers should be raised from Primary level of Education to Form II level of Education.
- (ii) Duration of teachers training should be 6 months minimum and not 3 months as is presently the case. It is worth noting that the success of Nursery Education lies in the teachers ability to plan for childrens needs and carry them out effectively. Therefore the quality of teachers produced is important.
- (iii) A compenent for training pre-school teachers be established in the Primary Teachers Colleges. Short term in-service courses organized by Kenya Institute of Education should be more frequent for updating present pre-school teachers.
- (iv) A clear pre-school education policy should be formulated by the Ministry of Basic Education. Since no mention is made of pre-school education in the Education Act of 1968 which governs the administration of Education in Kenya.

- (v) The National Pre-school curriculum now in Draft at Kenya Institute of Education should be nationally implemented as soon as possible.
- (vi) For more effective administration of Pre-school Education throughout the country, the Ministry of Basic Education should take over the administration of pre-schools from the Ministry of Culture and Social Services.
- (vii) Supervision of Nursery schools should be more closely followed up in all the pre-schools so that well co-ordinated activities may be included in the curriculum.
- (viii) Teachers and parents within Kisumu Municipality strongly feel that the Government should get rid of the compulsory examination imposed on pre-school children at their final year in order to gain admission to standard 1. In other words, pre-schools should not be used as places for entrance examination.
- (ix) The number of places for standard 1 in Kisumu Municipality be raised to accommodate the increased educational opportunities to all pre-school children requiring it.

- (x) The Government should design ways and means of production and supply of instructional materials to all pre-schools.
- (xi) The Government should introduce free milk scheme to pre-schools to enable the children to enjoy this kind of gesture of the Ministry of Basic Education.
- (xii) School fees payment in Nursery schools should be reviewed as some of the proprietors charge unnecessarily high fee.

The situation described above indicate that the Government has not put serious planning and resources towards establishment and improvement of pre-schools. This situation is now likely to be reversed by the recent survey, The Economic Survey 1983.

This study upholds that pre-school teachers in Kisumu Municipality are low academic qualification and that pre-school education is not as effective as it ought to be in view of the fact that it is too academic and lacks systematic curriculum.

It is the authors hope that the findings of this study will prompt further research work into pre-school education in the country. The author hopes that this

paper will enable the Pre-school Education section at Kenya Institute of Education to review certain aspects of Pre-school Education and will be able to make some reforms and innovations where necessary.

PRE-SCHOOL SPONSORS 1981

	DISTRICT	C.C.	M&UC	P.O.	R.O.	PR.O.	PSFP	NO.INF	TOTAL
	<u>CENTRAL PROVINCE</u>								
1.	Kiambu	217	-	133	2	67	-	26	445
2.	Murang'a	148	4	246	10	10	-	48	466
3.	Nyeri	86	2	234	48	14	-	-	384
4.	Nyandarua	31	-	206	6	1	-	-	244
5.	Kirinyaga	172	2	50	2	1	-	-	227
	SUB-TOTAL	654	8	869	68	93	-	74	1766
	<u>COAST PROVINCE</u>								
6.	Kwale	-	-	-	-	-	-	80	80
7.	Kilifi	61	-	76	2	3	-	-	142
8.	Lamu	4	-	19	-	4	21	-	27
9.	Taita Taveta	-	-	154	-	-	-	-	154
10.	Tana River	-	-	9	2	2	15	2	15
11.	Mombasa	-	13	22	14	32	-	-	81
	SUB-TOTAL	65	13	280	18	41	-	82	499
	<u>EASTERN PROVINCE</u>								
12.	Machakos	-	-	-	-	-	-	1085	1085
13.	Kitui	17	-	110	203	3	-	8	441
14.	Embu	-	-	-	-	-	-	162	162
15.	Meru	57	6	195	22	-	-	-	280
16.	Isiolo	1	-	9	-	8	26	9	27
17.	Marsabit	-	-	-	-	-	41	28	28
	SUB-TOTAL	175	6	314	225	11	-	1292	2023

Key:

C.C. - County Council
M&UC - Municipal and Urban Council
P.O. - Parent Organization
R.O. - Religious Organization
PR.O. - Private Organization

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18. NAIROBI PROVINCE								
	6	2	71	4	149	-	-	232
NORTH EASTERN								
19. Garissa	7	-	3	1	1	13	-	12
20. Wajir	1	-	9	-	1	11	-	11
21. Mandera	1	-	1	-	9	8	-	11
SUB-TOTAL	9	-	13	1	11	-	-	34
NYANZA PROVINCE								
22. Siaya	27	-	87	2	-	-	-	116
23. Kisumu	77	-	141	-	20	-	-	238
24. Kisii	80	-	301	-	-	-	-	381
25. South Nyanza	16	-	173	1	130	-	-	320
SUB-TOTAL	200	-	702	3	150	-	-	1055
26. Trans Nzoia	32	-	166	-	18	-	8	224
27. Uasin Gishu	29	-	39	-	8	-	-	76
28. Nandi	50	-	150	-	-	-	-	200
29. E/Markwet	-	-	-	-	-	-	122	122
30. West Pokot	-	-	13	27	14	60	-	54
31. Kericho	20	-	223	-	13	-	27	283
32. Kajiado	11	-	30	-	4	34	-	45
33. Narok	10	-	5	3	-	24	-	18
34. Laikipia	16	-	42	-	26	-	17	101
35. Nakuru	4	-	108	12	-	-	-	124
36. Baringo	4	-	23	-	1	10	-	28
37. Samburu	-	-	-	-	-	66	65	65
38. Turkana	-	-	-	-	-	55	55	55
SUB-TOTAL	176	-	799	42	84	-	294	1395
WESTERN PROVINCE								
39. Kakamega	199	-	606	-	-	-	-	805
40. Bungoma	51	-	180	-	24	-	-	255
41. Busia	11	-	37	-	31	-	-	79
SUB-TOTAL	261	-	823	-	55	-	-	1139
GRAND TOTAL	1546	29	3871	361	594	-	1742	8143

N.B. P.S.F.P. Schools for information only, since they also covered under different sponsors.

PRE-PRIMARY SCHOOLS AND ENROLMENT IN KENYA 1981

DISTRICTS AND PROVINCES	BOYS	GIRLS	TOTAL	SCHOOLS
<u>CENTRAL PROVINCE</u>				
1. Kiambu	17832	17068	34,900	445
2. Murang'a	13804	12729	26,533	466
3. Nyeri	12509	11810	24,319	384
4. Nyandarua	5988	5692	11,680	244
5. Kirinyaga	6812	6419	13,231	227
SUB-TOTAL	56945	53718	110,663	1766
<u>COAST PROVINCE</u>				
6. Kwale	-	-	2,200	80
7. Kilifi	4079	3455	7,534	142
8. Lamu	788	686	1,474	27
9. Tana River	493	402	895	15
10. Taita Taveta	3494	3396	6,890	154
11. Mombasa	2759	2463	5,222	81
SUB-TOTAL	-	-	24,215	499
<u>EASTERN PROVINCE</u>				
12. Machakos	24288	24802	49,090	1085
13. Kitui	11429	8429	19,858	441
14. Embu	5363	4937	10,300	162
15. Meru	6128	7187	13,315	280
16. Isiolo	627	505	1,132	27
17. Marsabit	1271	671	1,942	28
SUB-TOTAL	49106	46531	95,637	2023
<u>NAIROBI PROVINCE</u>				
18. Nairobi	-	-	12,880	232
<u>NORTH EASTERN PROVINCE</u>				
19. Garissa	422	350	772	12
20. Wajir	286	277	563	11
21. Mandera	-	-	570	11
SUB-TOTAL	-	-	1,905	34

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<u>NYANZA PROVINCE</u>				
22. Siaya	1995	2169	4164	116
23. Kisumu	4870	4749	9619	238
24. Kisii	6652	13589	20241	381
25. South Nyanza	-	-	13500	320
SUB-TOTAL	-	-	47524	1055
<u>RIFT VALLEY PROVINCE</u>				
26. Trans Nzoia	5453	5231	10684	224
27. Uasin Gishu	-	-	4075	76
28. Nandi	3200	4400	7600	200
29. E/Marakwet	-	-	-	122
30. West Pokot	1889	1115	3004	54
31. Kericho	6834	6879	13713	283
32. Kejiado	1132	940	2072	45
33. Narok	471	529	1000	18
34. Laikipia	2312	2111	4423	101
35. Nakuru	4352	4397	8749	124
36. Baringo	613	509	1122	28
37. Samburu	1630	1424	3054	65
38. Turkana	1109	652	1761	21
SUB-TOTAL	-	-	61257	1361
<u>WESTERN PROVINCE</u>				
39. Kakamega	18897	18794	37691	805
40. Bungoma	6092	6727	12819	255
41. Busia	1472	1343	2815	79
SUB-TOTAL	26461	26864	53325	1139
GRAND TOTAL	-	-	407406	8109

SOURCE: Ministry of Basic Education

PRE-SCHOOL EDUCATION SECTIC

PRE-PRIMARY SCHOOL TEACHERS 1981

DISTRICT & PROVINCE	TRAINED	UN TRAINED	EACE	KJSE	CPE	BELOW CPE	TOTAL
<u>CENTRAL PROVINCE</u>							
1. Kiambu	312	488	84	269	446	1	800
2. Murang'a	264	297	93	95	358	15	561
3. Nyandarua	20	332	32	62	245	13	352
4. Nyeri	289	285	65	102	379	28	574
5. Kirinyaga	-	-	-	-	-	-	227
SUB-TOTAL	-	-	-	-	-	-	2514
<u>COAST PROVINCE</u>							
6. Kwale	-	103	-	-	-	-	103
7. Kilifi	53	120	6	2	125	40	173
8. Lamu	17	22	1	7	25	6	39
9. Taita Taveta	74	80	-	-	-	-	154
10. Tana River	8	14	-	-	-	-	22
11. Mombasa	-	-	83	-	224	-	307
SUB-TOTAL	-	-	-	-	-	-	798
<u>EASTERN PROVINCE</u>							
12. Machakos	-	-	-	-	-	-	1085
13. Kitui	441	87	6	40	436	46	528
14. Embu	76	93	-	-	-	-	169
15. Meru	34	246	-	-	-	-	280
16. Isiolo	-	-	-	-	-	-	37
17. Marsabit	11	22	-	-	-	-	33
SUB-TOTAL	-	-	-	-	-	-	2137
<u>NAIROBI PROVINCE</u>							
18. Nairobi	-	-	-	-	-	-	344
<u>NORTH EASTERN PROVINCE</u>							
19. Garissa	7	8	2	1	12	-	15
20. Wajir	7	15	-	-	11	11	22
21. Mandera	-	-	-	-	-	-	11
SUB-TOTAL	-	-	-	-	-	-	48

...../2

<u>NYANZA PROVINCE</u>							
22. Siaya	105	16	1	8	65	47	121
23. Kisumu	-	-	-	-	-	-	238
24. Kisii	120	261	42	73	200	66	381
25. South Nyanza	30	320	-	-	-	-	350
SUB-TOTAL							1090
<u>RIFT VALLEY PROVINCE</u>							
26. Trans Nzoia	59	160	-	-	-	-	219
27. Uasin Gishu	37	42	2	4	52	21	79
28. Nandi	-	-	-	-	-	-	200
29. E/Marakwet	9	71	1	17	62	-	80
30. West Pokot	-	-	-	-	-	-	54
31. Kericho	35	221	-	-	-	-	256
32. Kajiado	6	44	-	-	-	-	50
33. Narok	-	18	-	-	-	-	18
34. Laikipia	37	83	-	-	120	-	120
35. Nakuru	-	-	-	-	-	-	133
36. Baringo	12	18	-	-	-	-	30
37. Samburu	8	72	2	5	73	-	80
38. Turkana	-	-	-	-	-	-	55
SUB-TOTAL							1374
<u>WESTERN PROVINCE</u>							
39. Kakamega	426	630	30	107	631	288	1056
40. Bungoma	74	197	16	38	217	-	271
41. Busia	-	-	8	-	71	-	79
SUB-TOTAL							1406
GRAND TOTAL							9706

SOURCE: Ministry of Basic Education

PRE-SCHOOL EDUCATION SECTION

KISUMU MUNICIPAL STATISTICS 1982

NO. OF SCHOOLS	ENROLMENT		TOTAL	TEACHERS		TOTAL	SPONSORS				
	BOYS	GIRLS		TRAINED	UNTRAINED		MC.	R.O.	P.O.	P	TOTAL
77	2760	2536	5296	115	60	175	5	8	44	20	77

KEY:

M.C. - Municipal Council
R.O. - Religious Organization
P.O. - Parents Organization
P - Private

SOURCE: Ministry of Basic Education
PRE-SCHOOL EDUCATION SECTION

SAMPLE OF WEEKLY TIME-TABLE FOR NURSERY SCHOOL
FROM ONE OF THE PRE-SCHOOLS VISITED

FROM	8.00	8.30	8.45	10.00	10.30	11.30
TO	8.30	8.45	10.00	10.30	11.30	
MONDAY	ARRIVAL INSPECTION	PRAYER SONGS	DRAWING PRE-SCIENCE	P.E. SNACKS TOILET ROLL-CALL	SWAHILI SINGING DISCUSSION	HOME
TUESDAY	"	PRAYER PRE-READ- ING	MODELLING PRE-READ- ING	"	ENGLISH STORIES	"
WEDNES- DAY	"	PRAYER PRE-SCIE- NCE	DRAWING PAINTING	"	SWAHILI PEOMS DANCING	"
THURS- DAY	"	PRAYER SONGS	READING PRE-MATHS	"	MODELLING WRITING	"
FRIDAY	"	PRAYER PRE-WRIT- ING	ENGLISH RYTHMES BIBLE	"	STORIES RIDDLES	"

APPENDIX E

MUNICIPALITY OF KISUMU - EDUCATION DEPARTMENT

STD. 1 & 2 TIME TABLE

FROM	8.15	8.45	9.15	9.45	10.05	10.15	10.45	11.15	11.30	12.15
TO	8.45	9.15	9.45	10.05	10.15	10.45	11.15	11.30	12.15	12.45
<u>MONDAY</u>	Mothertongue Activities	Maths Activities	English Activities	P.E.	B	R.E. Activities	Kiswahili Activities	B	Science Activities	Art & Crafts Activities
<u>TUESDAY</u>	"	"	"	"	R	Science Activities	"	R	English Activities	R.E. Activities
<u>WEDNESDAY</u>	"	"	"	"	E	Maths Activities	"	E	Science Activities	R.E
<u>THURSDAY</u>	"	"	"	"	A	"	"	A	Science Activities	Crafts Activities
<u>FRIDAY</u>	"	"	"	"	K	"	"	K	English Activities	Music
	30 Min.	30 Min.	20 Min.	10 Min.	30 Min.	30 Min.	15 Min.	45 Min.		30 Min.

SOURCE: DISTRICT MUNICIPAL EDUCATION OFFICE, KISUMU

QUESTIONNAIRE FOR INSPECTORS AND EDUCATION OFFICER(S)

1. State your professional and academic qualification you hold by marking (X) against the appropriate column.

QUALIFICATION	CHOICE
P4	
P3	
P2	
P1	
S1	
Up Grades Graduate	
Graduate B. Ed	
B.A.	
Others (specify)	

2. For how long have you been a teacher and an administrator. Mark with an (X) against the right column.

YEARS	TEACHING	ADMINISTRATION
1 - 3		
4 - 6		
7 - 9		
10-12		
Over 12		

3. State number of years of experience as a Pre-school teacher. Indicate by ticking (✓) the right column.
- A. Under 2 years
B. 2 - 4 years
C. 4 - 6 years
D. Over 6 years
4. State the year when the first Pre-school was established in Kisumu
5. How many functioning Pre-schools are in Kisumu Municipality in the year 1983
6. The agencies listed below are proprietors of the Pre-schools in Kisumu. State the number of Pre-schools operated by each sponsor in the column provided.

AGENCY	NUMBER
MUNICIPAL COUNCIL RELIGIOUS ORGANIZATION PRIVATE ORGANIZATION PARENTS/HARAMBEE	

7. Would you agree that the distribution of Pre-school in Kisumu Municipality provides easy access to all children requiring Pre-school Education in Kisumu. Tick the right box.

yes ☐
No ☐

Give reasons for your choice.

8. How often do you make professional visits to Pre-schools in Kisumu. Mark (X) against the appropriate column.

VISITS	CHOICE
Once a month	
Once a term	
Twice a year	
Once a year	
Not at all	

9. From your experience as inspectors of these schools would you agree that the Pre-school teachers are suitable both academically and professionally to teach in Pre-schools. Mark (X) in the right column.

A. Very suitable

B. Suitable

C. Unsuitable

D. No opinion

Give reasons for your choice

10. What training would you recommend for Pre-school teachers to make them truly effective Pre-school teachers.

(a)

(b)

(c)

(d)

etc.

11. From your knowledge of the content of the Pre-school curriculum assess the relevant of the content of the needs of Pre-school children by marking (X) against the appropriate column.

- A. Very relevant
- B. Relevant
- C. Most irrelevant
- D. Irrelevant
- E. No opinion

Give reasons for your answer

12. Assess the suitability of the teaching materials available in the Pre-schools you are familiar with. Mark (X) against the right choice.

- A. Very suitable
- B. Suitable
- C. Unsuitable
- D. Very Unsuitable
- E. No opinion

Give reasons for your answer

13. From your knowledge of Pre-schools in Kisumu Municipality in your personal judgement, which Pre-school would you consider well managed. Use the following rank order to rank the management of the Pre-schools.

- 1 = Well managed
- 2 = Fairly well managed
- 3 = Poorly managed
- 4 = Very poorly managed
- 5 = No opinion

PROPRIETORS	QUALITY OF MANAGEMENT
MUNICIPAL COUNCIL	
RELIGIOUS ORGANIZATION	
PRIVATE ORGANIZATION	
PARENTS/HARAMBEE	

Give reasons for your answer

14. If in your view, the content of the Curriculum of Pre-schools is inadequate, suggest in the space below what additional activities you would include in the curriculum.

15. Express your view on the suitability of the school buildings (Permanent or Semi-permanent) classrooms, playing grounds and other instructional facilities for Pre-school teaching purposes. Mark (X) in the right box.

- A. Very suitable
- B. Suitable
- C. Unsuitable
- D. Very Unsuitable
- E. No opinion

16. Is Pre-school a popular aspect of Education in Kisumu Municipality.

- A. Very Popular
- B. Fairly Popular
- C. Popular
- D. Unpopular
- E. No opinion

17. Make any other additional comment you wish to make aimed at improving the structure and administration of Pre-school Education in Kisumu area.

QUESTIONNAIRE FOR TEACHERS

1. State the professional and academic qualification you hold by marking (X) against the appropriate column in each case.

PROFESSIONAL	(X) CHOICE	ACADEMIC	(X) CHOICE
UNTRAINED TEACHER		C.P.E. (STD 7)	
P4		K.J.S.E. (FORM II)	
P3		E.A.C.E./K.C.E. (FORM IV)	
p2		E.A.A.C.E./K.A.C.E.(FORM VI)	
P1		UNIVERSITY EDUCATION	
S1			
Kindergarten training			
Graduate			
Others (Specify)			

2. Have you had kindergarten (nursery teacher) training Yes/No
If Yes, state where and for how long.

(a) Where?

(b) How long?

3. For how long have you been a Pre-school teacher? Please indicate by ticking (✓) the right column.

YEARS	TEACHING EXPERIENCE
1 - 3	
4 - 6	
7 - 9	
10 - 12	
Over 12	

4. From you knowledge of the content of the school curriculum assess the relevance of the content to the needs of the Pre-school children by marking (X) against the right column.

- A. Very relevant
- B. Relevant
- C. Most irrelevant
- D. Irrelevant
- E. No opinion

Give reason for your answer

5. Assess the suitability of the teaching materials available in the Pre-school where you are teaching. Mark (X) in the appropriate column.

- A. Very suitable
- B. Suitable
- C. Unsuitable
- D. Very unsuitable
- E. No opinion

Give reasons for your answer

6. If in your view, the content of the Curriculum in your Pre-school is inadequate, suggest in the space provided, what additional activities you would include in the Curriculum.

7. Express your view on the suitability of the school buildings (Permanent or Semi-permanent) classrooms, playing grounds and other instructional facilities for Pre-school teaching purposes. Mark (X) in the appropriate column.

A. Very suitable
B. Suitable
C. Unsuitable
D. Very unsuitable
E. No opinion

8. Which problem(s) (if any) do you consider to be inhibiting the success of your work?

9. How can the problems(s) stated above (p.8) be improved in your own opinion?

10. Is Pre-school a popular aspect of Education in Kisumu. Express your opinion in the space provided.

11. Do you like teaching nursery pupils. Tick (✓) the right box.

Yes
No

Give reasons for your answer.

12. What knowledge content Theory or Activity of the curriculum is stressed by parents to be learnt in the Pre-school if you have any information.

Give reasons for your answer.

13. What is the relationship between your Pre-school and your nearest primary school.

14. What is your view regarding Pre-school Education with respect to curriculum taught. Mark (X) in the appropriate column.

- A. Very appropriate
B. Appropriate
C. Not appropriate
D. Indifferent

Give reasons for your answers.

15. Make any other additional comments you wish to make aimed at improving Pre-school Education.

OBSERVATION GUIDE FOR TEACHERS AND SCHOOL ORGANIZATION

1. GENERAL INFORMATION

Name of School

District

Province

Class Size

School enrolment

Number of Teachers in School

Teacher/Pupil ration

Support personnel

(a) Number

(b) Quality

(c) Function

Time distribution (Time-Table)

(a) Time for Out-door activity per week (hrs)

(b) Time for In-door activity per week (hrs)

(c) Others (specify)

2. PHYSICAL FACILITIES

(a) School Buildings

(i) Permanent

(ii) Semi-permanent

(iii) Other (specify)

(b) Playing facilities (list)

On your list tick the appropriate alternatives
provided in the right column.

	SUITABILITY			ADEQUACY			PRECAUTIONARY QUALITIES			
LIST OF PLAYING FACILITIES	VERY	FAIRLY	NOT	VERY	FAIRLY	NOT	SAFETY	DURABILITY	PERMANENT	TEMPORARY

4. Health facilities

School meals

Water

Medical

Sanitation

5. Curriculum content (a copy to be provided)

6. Classroom Observation

(i) Lesson content

(ii) Teacher handling of the subject

(iii) Pupil participation

(iv) Pupil/teacher inter-action

(v) Suitability of Content level for the pupils

(vi) Activities associated with the lesson

(vii) Use of teaching aids

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INTERVIEW FOR PROPRIETORS

AGENCY
NUMBER OF SCHOOLS
NUMBER OF TEACHERS
NUMBER OF PUPILS BY ENROLMENT
FEES CHARGED.....

1. State your academic and professional qualification.
2. State the year when the first Pre-school was
set up in Kisumu by this agency
3. In your on opinion, comment on the quality of
Pre-school teachers employed by this agency
4. How do you conduct the training of the Pre-
school teachers

5. What is the criteria in selecting the teachers to go for the training
6. What criteria is used in employment of teachers
7. What is the minimum qualification for Pre-school teacher
8. From your knowledge of the curriculum content, comment on its relevance to the Pre-school pupil
9. What additional recommendation would you wish to make with regard to the Pre-school curriculum
10. Does the curriculum serve the purpose it is intended to
11. Are their adequate facilities for both outdoor and indoor activities

12. Which problems are encountered by the agency
in relation to:-
 - (a) Pupil enrolment
 - (b) Payment of fees
 - (c) School supplies
13. Is there any donor, that provides additional
financial assistance. List the donors.
14. What assistance does the Ministry provide in
connection to support (financial & teacher supply)
and supervision
15. Do parent participate and take interest in
their pupils education
16. What do parents expect from the type of education
provided in Pre-school centres before the pupils
join primary schools
17. What additional comment would you wish to make

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